

ANNUAL PERFORMANCE REPORT

Summit Academy Secondary School – Youngstown

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information					
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served	
000303	6 Years	07/01/2018	06/30/2024	8-12	
Address	2800 Shady Run Rd. Youngstown, OH 44502				
Contact	Phone: (234) 228-8235		Fax: (234) 228-8239		
Website	https://summitacademies.org/youngstown-secondary/				
Leadership	Ashley Martin – principal, Audrianna Phillips – administrative assistant, Clark Cretella – behavior specialist, Jarrell Lemons – dean of students, Greta Glenellen – culture coordinator, Kara Kendall – IEP coordinator, Tabbatha Bennett – performance coach				
Governing Authority	Eric Jones, Amber Bodrick, Kendra Godiciu, Joseph Gagliano and Nicole Forte				
Mission Statement	<i>Our mission is to meet the academic, social, and emotional growth of high school students dealing with ADD, AD/HD, Aspergers, and other emotional challenges. Our small student to teacher ratio in every classroom helps our students experience academic growth. We incorporate Physical Education, Art, Music, and sports to further enrich our students' learning potential. It is our job to help students achieve a high school diploma, while finding a path for their future.</i>				
Student Demographics			Enrollment		
Gender	%	#	Grade	#	
Female	45	45	K	X	
Male	55	54	1		
Race/Ethnicity	%	#	2		
American Indian/Alaskan Native	0	0	3		
Asian/Pacific Islander	0	0	4		
Black, Non-Hispanic	42	42	5		
Hispanic	11	11	6		
Multiracial	9	9	7		
White, Non-Hispanic	37	37	8		25
Historically Underserved	%	#	9		17
Economically Disadvantaged	100	99	10		22
English Learner	2	2	11		21
Migrant	0	0	12		14
Students with Disabilities	81	80	Total		99

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	NOT MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	NOT MET
4-Yr. Graduation Rate	
2022-2023	MET
5-Yr. Graduation Rate	
2022-2023	MET
Gap Closing	
Gap Closing Component	
2022-2023	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	NOT MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-7	
2022-2023	N/A
Grades 8-12	
2022-2023	MET

Governing Board Performance	
2022-2023	MET
Organizational & Operational	
On-Time Rate	
2022-2023	EXCEEDS
Accuracy Percentage	
2022-2023	EXCEEDS
Financial Performance	
2022-2023	MET
Financial Sustainability	
2022-2023	MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	Not Met
5-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Student Discipline	
Grades K-7	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 8	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 9-12	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Secondary School - Youngstown was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Secondary School – Youngstown was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Changes made to the PBIS matrix in conjunction with the local State Support Team made it more meaningful and comprehensive. Students are beginning to understand more in-depth how they receive points and their behavioral expectations at school. The school store is open more consistently.</p> <p>Test preparation has been incorporated in the classrooms with test-taking strategies, study habits, and intentional vocabulary. Students took more time on their testing this year than any other previous year, as stated by returning staff. They do hope this is reflected in the release of the 2022-23 report card.</p> <p>The master instructional schedule has been modified to add an MTSS block as well as incorporating RISE up into the classroom to help juniors and seniors with alternative pathways as needed.</p> <p>Staff development has been a positive component for staff at this building. The professional growth is evident in all staff. In addition, they received a new curriculum in both social studies and science; they are excited about these changes going into the new school year.</p> <p>Staff, student, and family relationships have been enhanced through the fourth year of utilizing Restorative Practices. In previous years, they always assumed lower engagement with families and students. With changes, they have experienced a true gift among students and staff. Despite the issue, not even one parent refused to come to restorative circles since they started them four years ago.</p> <p>The majority of classrooms have excelled in their classroom management this year. They have many returning students and staff, with a great system in place. Their new staff needs additional coaching with classroom management and implementing classroom expectations. Technology integration is being used consistently in all classrooms.</p> <p>They are retaining the majority of their students and staff. Enrollment was slightly higher at the end of the year vs. the beginning and at this time last year. They had a significant turnout for graduation. The school hosted three family nights that all had great turnouts with around 120 people per event, which is a huge growth from previous years. Staff attendance has improved significantly with the staff work days on Fridays. Students who were placed on plans for attendance to improve showed improvement with attendance, which shows that their process is working.</p> <p>Summit Academy Secondary School - Youngstown continued with Nathan Maynard for Restorative Practices and Lori Elliot for academics in their PD school-wide plan. They will continue with them next year and will be adding PD with different people for Trauma and Restorative Practices. There was a strong turnout for ELOs with more focus placed on state testing. Students took more pride in their school building this year. All seniors participated in the senior trip. Teacher appreciation was celebrated each day of the week and over a few months to show appreciation for teachers.</p> <p>They conducted a book study in their TBTs this year that was engaging and beneficial for the staff; it generated a lot of great conversation and higher-level thinking, which contributed to the positive culture in the building. New staff and new admin have taken time to find their footing, so everyone is looking forward to starting the new year. They started using modules from Nathan Maynard for certain behaviors that have students work through what they did, who they harmed, and how to fix it. This added practice has facilitated ownership of behaviors and choices.</p>

Performance Summary

Areas for Improvement

Summit Academy Secondary School - Youngstown would benefit from improving MTSS across content areas. The math and ELA departments have a grasp but need continued coaching; the other content areas need additional support because they are new to education and do not know enough about MTSS. A new instructional coach brings a lot to the table with MTSS; they look forward to learning from her.

They have several classrooms that are strong with tiered instruction and assessment; however, there are new staff without teaching backgrounds who require additional training and support. Differentiation is important to the success of their population; they need to continue to monitor instruction for fidelity.

Analyzing data-driven assessment was a challenge not having a coach this year. They will need to focus on analyzing data and using that to drive instruction and assessment. Quality instruction is present in the majority of rooms; however, a few rooms need coaching and modeling to make instruction meaningful. The teachers know the content but need help developing varied ways to deliver the information to students.

Prospects for Renewal

Probable